HANDBOOK FOR
Master of Arts
in Leadership Studies
2014-2015

Mother Rosalie Hill Hall, West Terrace Entrance & Fountain
Dear Student,

It is my pleasure to welcome you to the Master’s Program in Leadership Studies. We are a unique multidisciplinary program with a strong professional focus. Our classes and all other department activities aim at integrating theory and practice to help you develop as a leader and support you in your life-long leadership journey. We care deeply about our students and their success and look forward to working with you.

The information in this Handbook builds on the requirements described in the Graduate Bulletin and the SOLES Graduate Student Policies that provide you with information that is essential as you progress through your master’s program. This Handbook has additional information and requirements specific to the School of Leadership and Education Sciences policies and procedures. All policies and procedures described in this Handbook are applicable to all students who enter the program in the 2014-2015 academic year. Please familiarize yourself with this material and feel free to contact your program advisor if you have any questions.

On behalf of the faculty and myself, welcome to the Department of Leadership Studies. We wish you success.

Afsaneh Nahavandi
Chair, Department of Leadership Studies
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IMPORTANT NOTICE

This handbook serves as a supplement to the University of San Diego 2013-2015 Graduate Bulletin and the SOLES Graduate Student Policies. Policies and procedures outlined in the Graduate Bulletin, the SOLES Graduate Student Policies and in this handbook are applicable to all master’s students who enter the program in 2014. The policies in this handbook are subject to change. Students will be informed of revisions via your USD email address.

Forms discussed in this handbook are available online via our website. Completed forms should be returned to the Leadership Studies office. On occasion, forms may be updated.

Questions about master’s procedures, forms, or other administrative matters should be addressed to the Leadership Studies office: 619-260-4637 or leadershipstudies@sandiego.edu.
FREQUENTLY ASKED QUESTIONS

1. What is the main campus telephone number for USD?
   (619) 260-4600. All USD phone numbers begin with 260, although some fax numbers begin with 849.

2. How do I contact the Department Assistant?
   Email Heather Gibb at heatherg@sandiego.edu or by calling (619) 260-4637.

3. How do I find out what classes are being offered each semester?
   Go to http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/ and select "How to Search for Classes (hint: to find all the courses our department offers in that term, use LEAD as the “Subject Code”)

4. How do I get in touch with the faculty?
   Each faculty member’s e-mail address is located on both the USD website (find people) and the SOLES website (http://www.sandiego.edu/soles/directory/).

5. What is the policy on dropping or adding a class?
   Please refer to the graduate bulletin and SOLES Graduate Student Policies, which can be found on our website at http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/, on this policy and other important procedures.

6. How do I find where my classroom is located?
   This information is listed on the Class Schedule. Go to http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/ and select "How to Search for Classes

7. Do I need a USD email account?
   Yes, all students should obtain a USD email account upon initial registration. This user account will also allow you access to view your grades, class schedules and pay your student bill on line through http://my.sandiego.edu. It is very important to check your USD email account frequently because it is often the only way you will receive important program and university information and updates.

8. How do I get questions answered about Financial Aid?
   If you are receiving Financial Aid directly from SOLES (i.e.: SOLES Loan or SOLES scholarship) contact the Dean’s office at (619) 260-7475.

   Questions about federal or other Financial Aid should be directed to the One Stop Student Center at (619) 260-2700 or via their website: http://www.sandiego.edu/financial_aid/

9. How do I get billing questions answered?
   All Graduate students can obtain student account information by logging into their http://my.sandiego.edu account. Questions about your student account should be directed to the One Stop Student Center. The One Stop is located on the bottom level of the Hahn University Center, room 126. Metered parking is available adjacent to the center.
IMPORTANT PHONE NUMBERS, EMAILS & WEBSITES

For appointments, students need to call their advisors directly. For an appointment with the Leadership Studies Department Chair students may contact the departmental Executive Assistant by emailing leadershipstudies@sandiego.edu or at 619-260-4637.

Leadership Studies Faculty and Administration

Paula Cordeiro, Ed.D., Dean 260-4540 cordeiro@sandiego.edu
Amanada Vargas Corona, Executive Asst., Nonprofit 260-7442 amanadacorona@sandiego.edu
Cheryl Getz, Ed.D., Ed.D. 260-4289 cgetz@sandiego.edu
Laura Deitrick, PhD, Director, Caster Center 260-2903 lauradeitrick@sandiego.edu
Robert Donmoyer, PhD 260-7445 donmoyer@sandiego.edu
Fred Galloway, Ed.D. 260-7435 galloway@sandiego.edu
Beth Garofalo, M.Ed., Associate Director 260-7790 bethg@sandiego.edu
Steve Gelb, PhD 260-4839 sgelb@sandiego.edu
Heather Gibb, Executive Asst., Leadership Studies 260-4637 heatherg@sandiego.edu
Zachary Green, PhD 260-7670 zgreen@sandiego.edu
David Herrera, Ed.D. 260-7418 davidherrera@sandiego.edu
Lea Hubbard, PhD 260-7818 lhubbard@sandiego.edu
Frank Kemerer, PhD 260-7789 fkemerer@sandiego.edu
Pat Libby, M.S., Dir, Institute for NP Ed & Rsch 260-7872 plibby@sandiego.edu
JoAnn Raimond Minor, Executive Asst., ELDA 260-8839 joannm@sandiego.edu
Sr. Terri Monroe, Ed.D. 260-4291 tmocroce@sandiego.edu
Afsaneh Nahavandi, PhD, Department Chair 260-4181 anahavandi@sandiego.edu
Christopher Newman, PhD 260-8896 cnewman@sandiego.edu
George Reed, PhD 260-7444 gree.reed@sandiego.edu
Hans Peter Schmitz, Ph.D. 260-7839 thomer@sandiego.edu
Richard Thome, M.S., Co-director ELDA 260-7839
Teresa VanHorn, Field Experiences 260-4760 tvanhorn@sandiego.edu
Jennifer Yebba, Asst. Dir., Institute for NP Ed & Rsch 260-2918 jyebba@sandiego.edu

School of Leadership and Education Sciences

Receptionist 260-4538
Dean’s Office 260-4540

USD Frequently Visited Departments

Bookstore 260-4551 http://www.usdbookstore.com/
Campus Information/Operator 260-4600
Copley Library (Reference Desk) 260-4675 http://marian.sandiego.edu/
One Stop Student Center 260-2700 onestop@sandiego.edu or http://www.sandiego.edu/onestop
(Financial Aid, Registrar, Student Accounts)
Writing Center 260-4581 http://www.sandiego.edu/cas/english/writing_center/

Department Website http://www.sandiego.edu/soles/departments/leadership-studies/
SOLES Current Students Web http://www.sandiego.edu/soles/gateways/current-students/
PART I

PROGRAM COMPONENTS
MASTER OF ARTS IN LEADERSHIP STUDIES (36 units)

This degree is designed to help you prepare for leadership positions in a variety of organizational settings including, but is not limited to, higher education, consulting firms, human resource departments, non-profit agencies, health care organizations, community development groups, social services and governmental agencies, the military and religious organizations. A minimum of 36 semester hours is required to complete this program.
Learning Outcomes

Objective Area: *Leadership and Development Theories*

Outcome 1: Masters candidates will articulate prominent leadership theories in Leadership Studies, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.

Objective Area: *Critical Thinking and Analytical Approaches*

Outcome 2: Students will select relevant information, organize and evaluate the information, and apply the information to issues of leadership.

Objective Area: *Organizational Systems and Group Dynamics*

Outcome 3: Students will demonstrate an understanding of key theories of organizational behavior and change, and to apply these theories in an organizational setting.

Objective Area: *Cultural Competency Global Understanding*

Outcome 4: Students will critically examine culture other than their own, and apply the knowledge gained in their personal and professional lives.

Objective Area: *Self-Awareness*

Outcome 5: Graduates will have an ability to reflect upon their own skills and limitations as leaders, evidenced by performance in working with groups.
MASTER’S PROGRAM COMPONENTS

LEADERSHIP CORE
12 UNITS

RESEARCH
4 UNITS

INTERNERSHIP / PRACTICUM
3 UNITS

AREA OF SPECIALIZATION*

- ORGANIZATIONAL LEADERSHIP/CONSULTING
  15 Units

- K-12 PUBLIC/PRIVATE SCHOOL LEADERSHIP
  15 Units

- INDIVIDUALIZED PROGRAM ELECTIVES
  15 units

CAPSTONE EXPERIENCE
2 units

INTERNATIONAL EXPERIENCE

EXIT REQUIREMENT

*Note: Specific Courses are chosen in consultation with the student’s advisor.
PROGRAM COMPONENTS

The core and research requirements for the M.A. programs in Leadership Studies consist of six leadership courses, which enable you to study leadership from a variety of disciplinary perspectives, including perspectives from sociology, political science, history, economics, philosophy, anthropology, and psychology. Additionally, some of these courses examine leadership from an international perspective. The core courses help you make a commitment to leadership in your personal and professional lives. They offer strategies that promote ethical practice and concern for equity and justice.

An important resource in the core courses are students like you. Our students work in various organizational settings. Consequently, classroom discussions reflect a variety of perspectives. Graduates of the program repeatedly comment on the advantages of obtaining a wide view of leadership and organizational life. Sometimes, the best way to know an organization is to look at it from a vantage point outside the organization. Such a view can make the “familiar strange” and challenge taken-for-granted and even sacrosanct notions.

1. Leadership Component (12 units)

   LEAD 550: Leadership Theory and Practice (3)
   LEAD 551: Human Relations for Leaders (3)
   LEAD 555: Leadership and Ethics (3)
   LEAD 559: Leadership and Organizational Change (3)

2. Research Component (4 units)

   LEAD 548: Introduction to Research Methods (1)
   LEAD 549: Research Methods (3)

3. Internship (3 units)

   LEAD 598: Leadership Internship M.A. (3)

4. Area of Specialization / Degree Area (18 units)

   A student’s area of specialization courses will be chosen in consultation with advisor based on student’s professional goals and interests.

   Note: The specialization in K-12 Public/Private School Leadership is available for those enrolled in either of ELDA’s Administrative Services Credential Programs. Refer to the Area of Specialization section for program requirements.
4. **Capstone Experience (2)**

5. **International Experience**
   Additional details are available on following pages in this handbook.

6. **Exit Requirement**
   All master’s degree recipients will need to complete an exit requirement as specified by their program or area of specialization. Typical exit requirements consist of a portfolio, capstone project or thesis. Students select the exit requirement that is most appropriate for them, in consultation with their advisor.

**AREA OF SPECIALIZATION**

This specialization enables candidates to select 15 units of course work to meet their specific needs and interests. Courses may be selected from the Leadership Studies course offerings, other SOLES programs/departments, or other USD graduate programs (i.e.: School of Business, School of Law, School of Peace Studies, etc). All course selections should be made in consultation with an advisor. Enrollment in courses in the Nonprofit Leadership and Management Program, the Educational Leadership Development Academy and those from outside of the Leadership Studies program are subject to the approval of those program directors and/or course instructors.

**Leadership Studies specialization in K-12 Public/Private School Leadership**

Students enrolled in the Educational Leadership Development Academy (ELDA) Administrative Credential Programs are eligible to use credential coursework towards the requirements for the Master of Arts Degree in Leadership Studies as follows. Please note: students wishing to earn an M.A. with a specialization in K-12 school leadership but are not enrolled for an administrative credential at USD should follow the Individualized option but may select some coursework from below, with approval of the course instructor.

**Preliminary Services Credential - Aspiring Leaders Program**

1. **Aspiring Leaders Required Courses (24 units)**

   - LEAD 551 – Human Relations for Leaders (3)
   - LEAD 552 – School Law for Aspiring Leaders (3)
   - LEAD 553 – Instructional Leadership and Supervision I (2)
   - LEAD 554 – Instructional Leadership and Supervision II (2)
   - LEAD 558 – School Leadership and the Politics of Education (3)
   - EDUC 560 – Technology for School Leaders (1)
   - LEAD 583 – Special Topics I (1)
   - LEAD 584 – Special Topics II (1)
   - LEAD 588 – Diversity and the Preparation of School Leaders (2)
   - LEAD 597P – Practicum in School Administration I (3)
   - LEAD 598P – Practicum in School Administration II (3) (field-based experience)
The above sequence of courses leads to a Preliminary Administrative Services credential while at the same time fulfills 3 units of the M.A. core (LEAD 551) and the M.A. Internship Requirement (LEAD 597P=LEAD 598), as well as the complete Area of Specialization for the M.A. degree in Leadership Studies.

2. **M.A. Courses (12 units)**

   **MA Core Component**
   
   LEAD 550 – Leadership (3)
   LEAD 555 – Leadership and Ethics (3)

   **Research Component**
   
   LEAD 549: Research Methods (3)

   **Electives (3 units)**
   
   To be selected in consultation with advisor.

3. **Exit Requirements**

   Oral defense of the Educational Platform and Culminating Portfolio

   *These exit requirements are necessary for exit from the Tier I credential program while also fulfilling the exit requirement for the M.A. program. Additional details about the requirements are available from ELDA.*

**Professional Administrative Services Credential - New Leaders**

1. **New Leaders Required Courses (12 units)**

   LEAD 560 – School Law for Practicing Administrators (3)
   EDUC 561 – Structured Mentoring I (1)
   EDUC 562 – Structured Mentoring II (1)
   EDUC 563 – Structured Mentoring III (1)
   LEAD 564 – Supporting Teachers for Instructional Improvement (2)
   EDUC 565 – Mentor and Support/Adult Learning I (2)
   EDUC 566 – Mentor and Support/Adult Learning II (2)

   The above sequence of courses leads to a Professional Administrative Services credential while at the same time may be counted towards the Internship (LEAD 598) and the Area of Specialization for the M.A. degree in Leadership Studies.

2. **M.A. Core Courses (9-12 units)**

   LEAD 550 – Leadership (3)
   LEAD 551 – Human Relations for Leaders (3)*
LEAD 555 – Leadership and Ethics (3)
LEAD 559 – Leadership and Organizational Change (3)

3. Research Component (3 units)

LEAD 549: Research Methods (3)

4. M.A. Specialization Electives (9 units)

Elective course selections will be based on students' professional goals and interests and will be chosen in consultation with an advisor.

5. Exit Requirements

Culminating Video - Candidates must produce and present to a panel of university faculty and district practitioners baseline and culminating videos that illustrate their leadership skills and demonstrate growth.

This exit requirement is necessary for exit from the Tier II credential program while also fulfilling the exit requirement for the M.A. program. Full details about the requirement are available from ELDA.

*Students who have not previously taken LEAD 551 – Human Relations for Leaders as part of their Tier I credential at USD must take this course to earn the Master's degree. If this course has been taken previously, students may opt to transfer the course into their M.A. program or take an additional 3 units of electives to meet the 36 unit requirement for the M.A. degree. Transfer of courses is subject to guidelines as outlined in the USD Graduate Bulletin.
INTERNATIONAL EXPERIENCE

All students enrolled in the Department of Leadership Studies (DLS) are expected to participate in an International experience as part of their studies. This requirement can be met through either credit or non-credit bearing experiences.

GOALS AND OBJECTIVES:

An international experience is defined as an opportunity for students to interact with a culture other than their own in a manner that fosters their personal and professional growth, promotes cultural understanding, and prepares them for working more effectively with diverse communities.

Through this experience it is hoped that students will:

• develop a deeper understanding of another culture
• appreciate its differences and similarities
• consider its gifts and challenges, and
• understand the educational and practical implications of cultural diversity and globalization issues.

PARTICIPATION CRITERIA:

All students enrolled in the DLS are expected to participate in a multi-cultural experience as part of their studies. Where students are able to demonstrate a deep understanding of how their previous work with other cultures influences the way they lead and manage, they may petition their advisor for an exemption to the requirement.

OPTIONS FOR FULFILLING THE REQUIREMENT:

The Leadership Studies faculty recommend that students take an “I” designated course from the department.

“I” Designated Courses: These courses have a significant international component embedded within it – i.e., specific curricula, reading and assignment. They have components that reflect the stated goals of the international experience as agreed upon by the Leadership Studies faculty. Current approved “I” courses offered by the Department of Leadership Studies include:

• LEAD 535I Models of Participatory Leadership (Mondragon)
• LEAD 518I Nonprofits in Civil Society in Guatemala
• LEAD 519I Understanding Bi-National Nonprofits In the US-Mexican Border Region
• LEAD 579I Social Entrepreneurship and Human Development
• other offerings by the SOLES Global Center
The department recognizes that other SOLES and USD departments offer study abroad or “I” designated courses. These and other options for fulfilling the international requirement will be considered in consultation with the student’s advisor.

Additional Options include:
1. Students may carry out an applied project within an international organization as long as the project includes a multi-cultural experience. By a multi-cultural experience we mean working closely with people from another culture.
2. Students may have completed an extensive study or living abroad experience before entry in to the program. These students should complete and submit an additional project/paper demonstrating applications of this experience to the Leadership Studies program.
3. Students may participate in an international internship including being placed in international schools, universities and community organizations.
4. Students may choose to engage in a sustained period of systematic language study.
5. Students may participate in international speaker events held at USD. Students should document the results of their experience and its relationship to Leadership Studies through a written comparative or reflective essay.
6. Occasionally with permission from the advisor, students may take, for either credit or not for credit, an international course that we approve from another university. (Courses taken for credit to fulfill USD degree requirements must also have the approval from the program director/department chair and associate dean on the Transfer of Credit form).
7. Students may participate in a research abroad project that focuses on enhancing the students’ cultural understanding of the population being studied.

**ASSESSMENT:**

- All DLS degree candidates will be required to provide an analysis of the learning that results from participation in international experiences. Reflection is a key component of this analysis, and can be demonstrated in one of the following manners:
  - International experience paper (for example, a comparative essay on how specific issues are handled abroad and how they might relate to policies and their implementation in the US),
  - electronic presentation,
  - oral presentation tied to degree-culminating portfolio or capstone project,
  - international experience paper submitted to a specially designated course,
  - participation in department- or school-wide symposia on international experiences,
  - one-to-one conference between student and faculty or class discussion.

**IMPLEMENTATION:**

Students who meet the international requirement by taking an “I” designated course do not have to complete the International Experience form. Students who have chosen one of the alternative options to meet their requirement must receive a sign-off on the SOLES International Experience form from their advisor prior to engaging in the experience. Once the student has completed their experience, they must receive a final sign-off on the form and submit it to the Department for graduation clearance.
EXIT REQUIREMENT DESCRIPTIONS

1. *Portfolio Option*
Students who see the Master’s in Leadership Studies as their terminal degree may wish to select this option. The portfolio option is a comprehensive presentation of your learning in the Master’s program. Central to this exit requirement is the integrative Leadership Philosophy Project. This rigorous requirement within the portfolio, not unlike a thesis, gives students the opportunity to offer a reflective synthesis of what has been learned about leadership and how it may be applied to the world personally and professionally. Students who choose this option are strongly encouraged to begin work on this requirement early in the program, if not by the end of their first semester. You will be expected to submit artifacts related to your experiences in the program and do a synthesis that goes beyond the content of course assignments. It is highly recommended that students work with a leadership faculty member when preparing the portfolio. Each portfolio is evaluated by two Leadership Studies faculty members. A description of the required contents can be found in the Portfolio section of this Handbook. Students will be responsible for any annual fees associated with an online portfolio system.

NOTE: Students in the ELDA Tier I credential program, and those in the SASC have alternative portfolio guidelines. Contact your advisor for more information.

2. *Applied Project Option*
The applied project option allows students to use the theories and concepts they have learned and apply them to a real-life problem or situation. Students are expected to show strength in research and clarity in communication. Students who choose this option work closely with their advisor and are expected to begin designing their project when they take their second research course (LEAD 549), typically by the second semester of their program.

3. *Thesis Option*
In some rare cases, particularly if students plan to pursue doctoral studies and have an interest in a specific area of leadership research, they may choose to do a traditional thesis. Successful completion of a Master’s thesis requires showing proficiency in research, independence in thinking and clarity in communication. Conceptual, empirical as well as action research approaches to the thesis are acceptable. If you intend to write a thesis you are required to begin work with an advisor early in your program, usually no later than the second semester of your program.

During the research and writing of the thesis, students may enroll in LEAD 595, Thesis Supervision (3 units), which may be counted as credit towards the area of specialization requirement. Candidates must continue to register for 1 unit of LEAD 595 each semester until the thesis has been approved. A brief description of the contents can be located in the Thesis section of this Handbook. Please contact the Leadership Studies office to obtain the most up-to-date information regarding submission requirements that may be separate from those presented in this Handbook.
PART II

GENERAL POLICIES AND PROCEDURES
POLICIES AND PROCEDURES

ACADEMIC ADVISORS:
Upon admission, new students may encounter many questions as they begin the program. Beth Garofalo, the Associate Director for Leadership Programming, and Afsaneh Nahavandi, Department Chair are available to answer questions regarding programmatic policies, registration guidelines and other general student issues. Additionally, all students will be assigned to one of the Leadership Studies faculty who will serve as their faculty advisor and help them navigate the program, choose electives, discuss internship and international requirement options, and select an appropriate exit requirement.

LISTSERV:
Upon initial registration, students should obtain a USD email address and have this address added to the listserv by contacting the Leadership Studies office. This listserv is used to communicate with students about a variety of programmatic issues. Students are responsible for any information that is sent to them via the listserv.

PROGRAM PLANNING:
Throughout the master’s program, students, in consultation with their advisors, should outline a course of study using the Program Planning form. This form will be kept in the student’s file in the Leadership Studies office in the School of Leadership and Education Sciences.

STUDENT FORMS:
Forms discussed in this handbook are available online via the department website, or at the Graduate Records’ or Registrar’s websites.

Please note that it is the student's responsibility to obtain all of the required signatures on any form to be processed. However, our Executive Assistant (in MRH 275) is available to help in this matter. Students may submit their form to the Executive Assistant after obtaining their advisor’s signature. The Executive Assistant will then route for department chair and/or dean’s approvals. The form will then be processed or forwarded to appropriate office, except in the case of registration forms, which the student will need to pick up and take to the One Stop Center to complete registration. If you choose to rely on the Executive Assistant's help in this matter, please allow for a minimum turnaround of five to ten working days and plan the processing of your form accordingly. The Leadership Studies office does not assume responsibility for forms submitted late, incomplete, or any other way incongruent with the existing policies.

The Leadership Studies Executive Assistant will be glad to assist you with any matters related to your master’s studies here at the University of San Diego. However, we would like to remind you that there are specific issues that need to be handled directly by the respective campus offices. For example, questions or concerns in relation to financial aid, tuition remission, tuition payment, and visa matters, can be answered by expert personnel on campus, who are at the One Stop Student Center, located on the bottom level of the Hahn University Center, room 126.
REGISTRATION PROCEDURES:
Students will register online via the Banner system (or walk-in register according to the guidelines specified for Independent Study, Internships, and other restricted courses). The Banner system is accessible through the MySanDiego portal (http://my.sandiego.edu).

Prior to registering, students should first consult with their academic advisor.

Internship Registration:
1. Visit the Leadership Studies Internship Website to review requirements.
2. Begin site selection. Students are encouraged to contact sites of interest to them on their own. However, if you need assistance, please contact Teresa VanHorn.
3. Meet with Teresa VanHorn to get pre-approval of your selected internship site.
4. After your site is approved, complete the Leadership Studies Program Internship Application form from the Leadership Studies internship website.
5. After receipt and approval of the internship application, students will be able to register for LEAD 698 in one of the following ways:
   a) online after the instructor completes the override
   b) via email with the OneStop (approval email from the department or instructor will be required).

Independent Study Registration:
1. Obtain an Application for Independent Study or Research form. Fill out this form in consultation with the faculty member with whom you are doing the Independent Study, and secure his/her signature.
2. Then, turn the form into the Leadership Studies office (275), where the form will be routed for the approval of the Program Director/Department Chair and the Associate Dean.
3. After all signatures have been obtained, the student will be notified when he or she can register online for the Independent Study. If an Independent Study form is submitted after the deadline for adding courses online, the department executive assistant will facilitate the registration for the course with the One Stop Center. However, it is the student's responsibility to follow up and verify on their course schedule that this course has been added.
4. Students must allow at least one week for the approval process of an independent study. Students are responsible for any late registration fees associated with registering for an Independent Study after the university deadlines.

CHANGE OF ADDRESS:
A student has the option to update their address via the MySanDiego portal One Stop Services tab or in person by completing a Change of Address form. Failure to submit the updated information to the Registrar's office will result in the student missing important deadlines and other extremely significant academic and administrative correspondence or announcements.

If you wish to be included on the mailing lists after your graduation from the program, please do not forget to contact both the Leadership Studies office and the Alumni Relations office at 619-260-4819 or enroll on their website: http://www.sandiego.edu/alumni/. Please make sure to always keep these offices updated about your current mailing address, phone number and e-mail address.
CHANGE OF NAME:
A student may download the Change of Name form from the registrar's website. To change your name, you must inform the Registrar's Office in writing. No e-mail will be accepted. You must include a copy of a marriage license, divorce decree, or other official document. Whenever you file a change of name with the registrar, please also inform the department office by emailing leadershipstudies@sandiego.edu.

CHANGE OF PROGRAM:
Enrolled students in a master's program in the Department of Leadership studies who seek to change programs within the department should
1. Consult with your faculty advisor and program director/coordinator.
2. Fill out a Change of Program or Emphasis form.
3. Include a written statement of purpose following the application prompt for the program you are applying.

Eligibility:
Must petition for change prior to completing 12 units of coursework. Must be a student in good standing, with a 3.0 or higher, in either the MA in Leadership Studies, the MA in Higher Education Leadership, or the MA in Nonprofit Leadership and Management.

Enrolled students in any other USD or SOLES MA program must complete a full application to the program using annual deadlines. If your official transcripts are on file from your current program's application with the Graduate Admissions office, you do not have to re-submit them. However, any coursework taken since then including at USD, will need transcripts submitted. All other application materials must be submitted anew.

CREDIT AND GRADING SYSTEM:
A grade of less than “C-” is not acceptable for credit in a USD graduate program and the course in which the grade was earned will not count toward the degree. For more details about this and about Repetition of Courses, please refer to the Graduate Bulletin.

SUBSTITUTION/WAIVER OF GRADUATION REQUIREMENTS:
Leadership Studies core courses and research methods and evaluation courses must be taken in the Leadership Studies program at the University of San Diego. On rare occasions, students can substitute or waive a course requirement. Students must complete a Request for Substitution/Waiver of Graduation Requirements form and review it with their advisor. Students must provide a detailed rationale why the substitution/waiver is being made, indicating how the course objectives (of the course being substituted/waived) have been or will be met. Exemptions are rarely granted. The form should be submitted to the Leadership Studies office for review by the Department Chair.

NOTE: Please refer to the Graduate Student Policies distributed by SOLES for further details regarding waivers.
GRADUATE ACADEMIC CALENDAR:
The academic calendar is available to view at:
http://www.sandiego.edu/academics/academic_calendars/

The academic calendar contains registration periods, fee payment and petition deadlines, start/end dates to the semesters, holidays and other pertinent calendar information. All graduate students are responsible to abide by the dates and deadlines set forth in the Graduate Academic Calendar.

SOLES GRADUATE STUDENT POLICIES:
In addition to General Policies and Procedures in this handbook, students are required to adhere to the School of Leadership and Education Sciences Graduate Student Policies, which can be found on our website at
https://lib.sandiego.edu/soles/documents/Graduate_Student_Policies.pdf
Portfolio Description

The Leadership Studies Portfolio
Master of Arts in Leadership Studies

Any capstone project serves some important purposes. At the end of a long and rigorous period of study it is appropriate to engage in some synthesis and integration. Without such efforts a long academic program can be simply a collection of disparate events; a succession of courses, projects, and experiences that have little collective meaning. Whether a portfolio, thesis, or action research project, all capstone events serve a common purpose. They require the student to access knowledge and skills that exceed the content of any one course to demonstrate that they have accomplished key learning objectives.

If done properly, the completion of a portfolio can be an enlightening experience. It has the potential to drive reflection—a process that is critical to move from experience to learning. The portfolio is far more than a scrapbook or mere collection of artifacts. It is a culminating project that presents evidence to the faculty that the participant not only understands major concepts emphasized in the program of study, but also has the ability to synthesize, integrate, and apply critical thinking skills. As with any submission, the portfolio provides an opportunity to evaluate the candidate’s writing ability. The portfolio also provides an opportunity to demonstrate to a potential employer the knowledge and skills acquired in the Master of Arts in Leadership Studies program. Additionally the portfolio provides a personalized and lasting memoir of a learning journey—a collection of learning artifacts, experiences, and assessments.

Because of the extensive nature of such a project, it is not something that should be initiated after all coursework is completed. Work on the portfolio should begin with the first class and continue in an iterative fashion throughout the program. What one gets out of the portfolio is commensurate to what is put into it. Portfolios are evaluated by a faculty committee and are assessed as not acceptable, acceptable, or exceptional. There are no letter grades assigned, but graduation will not be approved until an “acceptable” or better evaluation is assessed. Those who submit portfolios that are unacceptable will have the opportunity to continue working on them until the faculty committee deems them acceptable.

Beyond the required items listed below, candidates have considerable freedom when it comes to the contents of a portfolio and the manner in which it is presented. One option is Foliotek (annual fee required). The electronic portfolio solution, Foliotek (www.foliotek.com), accepts all manner of electronic files. Submissions have included photographs, videos, papers (both evaluated and unmarked), presentation materials, and more. At the minimum the portfolio must include the following components:

1. Resume
2. Career statement
3. Leadership Philosophy
4. Synthesis of what was learned in the leadership core classes
5. Synthesis of what was learned in the elective classes
6. Supporting documentation or artifacts that demonstrates proficiency and accomplishment of program learning objectives
To assist you in this effort, here are a few guidelines that could be helpful in prompting quality reflection and self-assessment:

Consider reflecting upon your starting point, that is, where you were with regard to leadership style, skill, knowledge of leadership theories and strategies when you entered the program.

You might include your expectations of the program and what you wanted to achieve in the program before you began your courses.

Each course is a unique and special learning experience for every participant. The tangible artifacts of that experience are course assignments. Assignments are a means for the application of skills and communication of learning, ideas, and insights. Team assignments and group work presents unique growth opportunities. Group experiences and learning from such experiences can be a part of your reflection.

The portfolio is a platform to tie together otherwise disparate elements in a personal account of what that courses meant or what the course experience provided in advancing the learning goals and objectives associated with the program.

Each of your professors is unique in their knowledge-base, presentation style, and the manner in which they structure their course. You may find it beneficial to reflect on what benefits those aspects of the professors’ instruction style brought to your learning experience.

Each of your professors put much thought into assigned reading material to assist your learning. You may find it rewarding to integrate your thoughts on those materials and possible the authors’ points of view.

You will have the benefit of the knowledge of high-quality guest speakers throughout the program and during conferences hosted by the university. This provides you another dimension for reflecting on your learning experience.

Throughout the Master of Arts in Leadership Studies program, your professors will assess you accomplishments in each course. However, there is no escaping a sense of self-evaluation in which you impose your own standards of excellence on your performance in each course. That performance might be in the degree to which:

• you understood the information presented in the course or
• your leadership skills were enhanced in the course or
• you were able to expand your knowledge in areas of leadership that you previously had little understanding of. Your introspective assessment that add value to your portfolio.

• In addition to the reflective nature of your performance self-assessment, the ILP provides a means for you to organize your self-assessments of important personal learning objectives you are working on.
**Tips to Build and Your Portfolio**

1. The resume should be a clearly written, concise document presenting your job aspirations, career history, and qualifications supported by relevant job experience, personal accomplishments, education, and other pertinent supporting information. A good resume is a mechanism to obtain an interview. It should therefore generate enough interest to catch a potential employer's attention. The resume should stimulate specific skill-related questions and serve as a guide during the interview process. The resume should, at a minimum, consist of the following:

   • Personal contact information - Name, address, day and evening telephone numbers, and email address if applicable.
   • Job Objective - This should clearly state the type of position and role that you are seeking to include the industry and environment that you desire to work in.
   • Summary of Qualifications - Specify the experience you have in a field, along with specific skills and accomplishments. This should include technical skills along with other pertinent data that are relevant to your career.
   • Work History - List in reverse chronological order (most recent job first) your work experiences to include company name, dates worked at each company, job titles and a description of your specific duties and responsibilities for each position held. Use active words that give the reader a clear picture of what your role and duties were. Do not fluff it up with words that are not descriptive as to the true nature of your duties. Your job description should almost read like an advertisement listing responsibilities, duties, and required qualifications.
   • Education - List your degrees, schools attended, and any other relevant training that has in some way enhanced your employability.

2. Describe your Leadership Philosophy. It can be a static statement, that is, one statement you make now that does not change. Or you can make it a dynamic (evolving) statement that you modify as your leadership philosophy changes over time. Alternatively, you can have multiple statements, maintaining earlier ones in a chronological narrative that explains how your leadership philosophy has evolved over time based on your learning in the M.A. program and your changing professional responsibilities. A leadership philosophy is less a description of how you lead, and more of a statement about the fundamental beliefs and values that inform your practice of leadership. Think about your definition of leadership and the theories, models and frameworks that you have been exposed to throughout the program.

3. Describe your career goals. Appropriate questions for this section include: Who are you, why are you here, where are you going, and how will you share your gifts with the world? This is a good place to discuss your priorities and personal vision. Feel free to discuss your aspirations beyond your professional goals and responsibilities. Where do you see yourself you in three, five, or ten years?

4. When you write the synthesis of core and elective courses, begin by reviewing the learning objectives that appear in the syllabi. Feel free to address learning beyond the course objectives, but discuss the degree to which you have met the objectives as stated by your professors. Consider identifying themes that arose in multiple courses. Express yourself in a way that reflects the expected depth and breadth of your knowledge. Provide evidence that you have met each of the following core learning objectives:
a. Masters candidates will articulate prominent leadership theories in Leadership Studies, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.

b. Students will select relevant information, organize and evaluate the information, and apply it to issues of leadership.

c. Students will demonstrate an understanding of key theories of organizational behavior and change, and how effectively they apply in an organizational setting.

d. Students will critically examine culture other than their own and apply the knowledge gained in their personal and professional lives.

e. Students will demonstrate an ability to reflect on their own skills and limitations as leaders.

5. Attach artifacts that tell a story and have meaning. You have a great deal of latitude in the artifacts that you wish to include. They should be meaningful examples that establish evidence of growth, development, or learning. This is a section where you can display some creativity and innovation. The evaluation committee can usually distinguish artifacts that have meaning from those that are simply a collection of syllabi or a “stack of stuff.” Think about including artifacts that you might want to show a potential employer as evidence of your work.
# RUBRIC FOR PORTFOLIO EVALUATION

<table>
<thead>
<tr>
<th>Portfolio Elements</th>
<th>Unacceptable (N/A)</th>
<th>Acceptable (N/A)</th>
<th>Exceptional (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The portfolio was missing one or more essential elements: 1. Resume 2. Career statement 3. Leadership Philosophy 4. Synthesis of what was learned in the leadership core classes 5. Synthesis of what was learned in the elective classes 6. Supporting documentation or artifacts that demonstrate proficiency and accomplishment of program learning objectives.</td>
<td>The portfolio contained all essential elements.</td>
<td>The portfolio not only contained all essential elements, but exhibited creativity and innovation in how they were presented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis and Integration</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More a collection of disparate elements than an integrated product. Shows little evidence of synthesis above the course level. Lacks exploration of themes that extend across courses. Shows little evidence of critical thinking.</td>
<td>Demonstrated an ability to link concepts across courses. There was evidence that the student not only understood course material, but could apply it as well. Demonstrated an ability to think critically.</td>
<td>Demonstrated original and creative thinking. Included a variety of creative answers that accessed course material from across the curriculum. Demonstrated not only mastery of content, but high-order critical thinking skills as well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Reflection</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The portfolio chronicled activities the student engaged in without additional insights or evidence of growth and development.</td>
<td>Reflections demonstrated an appropriate level of self-awareness, growth, and development.</td>
<td>Reflections demonstrated profound insight and extensive self-awareness, growth, and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization &amp; Writing</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The portfolio contained distracting errors in grammar, capitalization, sentence structure, punctuation, or spelling requiring major editing and revision. Difficult to read. The portfolio was not logically organized.</td>
<td>Portfolio organization was logical. Writing was easily understood in a single reading with only minor non-distracting errors.</td>
<td>The portfolio was easy to read and navigate. Writing was essentially error free. Writing is not only technically competent, but compelling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More a collection of items resembling a scrapbook than a demonstration of learning. Artifacts had little relationship to learning objectives.</td>
<td>Artifacts were appropriate to learning objectives. Artifacts were helpful in establishing meaning and reflected careful consideration.</td>
<td>Artifacts were not only appropriate to learning objectives, but also reflected creativity and innovation. Artifacts conveyed a clear sense of meaning and purpose.</td>
</tr>
</tbody>
</table>
CAPSTONE PROJECT DESCRIPTION

The project option allows students to use the knowledge they develop in the program to address a real-life problem or situation. Students are expected to show strength in research and clarity in communication. This option is ideal for students with a strong applied and professional focus.

Students who choose to do a capstone project must work closely with their faculty advisor to craft it and evaluate its appropriateness and feasibility. They should start work on their project when they take their second research course (LEAD 549), typically by the second semester of their program. The format and content of the project will depend on the topic and scope. Typically, capstone projects should be around 50 pages in length and will often require some form of presentation. The details are determined in consultation with the faculty advisor.

THESIS DESCRIPTION

A thesis investigates a practical and/or theoretical problem or a policy issue in a thoughtful and systematic way. To successfully complete a thesis, students must demonstrate (1) proficiency in research, (2) independent thought, and (3) the ability to communicate in a clear and understandable way.

Students writing a thesis should work closely with their advisors to define research questions and appropriate procedures for answering these questions. Thesis students may enroll for 3 units of LEAD 595, Thesis Supervision, as part of the area of specialization requirement. Students should obtain a copy of “Instructions for the Preparation and Submission of the Master’s Thesis” for detailed information.

The thesis should be around 100 pages in length. A consistent formatting style should be employed. The thesis will be assessed by two Leadership Studies faculty members who will employ the following questions to guide their assessment:

1) Does the thesis demonstrate an ability to write and think clearly?
2) Does the thesis demonstrate proficiency in research?
3) Does the thesis demonstrate that the student is capable of independent and original thinking?

Four bound copies of the thesis must be submitted to the thesis chair, second thesis committee member, dean’s office and Graduate Records’ office no later than two weeks before the end of the semester in which the student intends to complete his/her degree requirements. To graduate in the May commencement ceremony, students must successfully complete the thesis requirement by the timelines published by the Graduate Records’ office.
### Required Courses (12 units)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 550</td>
<td>Leadership</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAD 551</td>
<td>Human Relations for Leaders</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAD 555</td>
<td>Leadership and Ethics</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAD 559</td>
<td>Organizational Theory and Change</td>
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### Research (4 units)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 548</td>
<td>Introduction to Research Methods</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LEAD 549</td>
<td>Research Methods</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
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### Internship (3 units)

<table>
<thead>
<tr>
<th>Number</th>
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<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 598</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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### Specialization Electives (15 units) Specialization Area(s):

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
</table>

### Capstone Experience (2 units)

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 589</td>
<td>Capstone Seminar</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Exit Requirement Selection:** ___Portfolio ___Thesis ___Capstone Project ___ELDA

**International Requirement:** _____________
STUDENT FORMS
All forms are found on the Department of Leadership Studies Website:
http://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/

If you are not able to find the form you are looking for please contact the Leadership Studies Executive Assistant at 619-260-4637.

Form Title

- Program Planning Form
- Add / Drop
- Change of Name
- Change of Address
- Change of Advisor
- Request for Transcript
- Independent Study
- Transfer of Credit
- Petition for Graduation
- Substitution / Waiver of Graduate Requirement
- Withdrawal / Leave of Absence
- SOLES Student Assistance Plan
- International Requirement Form

Originating Office
- Leadership Studies
- Registrar
- Registrar
- Registrar
- Leadership Studies
- Registrar
- Graduate Records
- Graduate Records
- Graduate Records
- Graduate Records
- SOLES Dean’s office
- SOLES Dean’s office